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Education for Survival

By C. W. DE KIEWIET

President of the University of Rochester
and Chairman of the Board of Directors of ACLS

This article is based on an address given at the Conference on Scientific Manpower jointly sponsored by the American Association for the Advancement of Science and the Engineering Manpower Commission at St. Louis in December, 1952, and is reprinted with permission from *The Scientific Monthly*, February, 1953.

THE investigation which has been proceeding for a number of years into the nature and distribution of talent and skill in American society has given me a feeling of excitement and satisfaction. We are beginning to lay bare the anatomy of our skilled manpower. It is urgent that these studies be further pursued and refined. It is even more urgent that no opportunity be lost to draw public attention to these findings, and to stimulate a discussion of them. Wherever there are faculties or legislatures or other groups who have a stake in quality or productivity or efficiency, these findings and their meaning should be brought to their attention.

Education is especially indebted to the careful research into our national manpower. We have acquired a most effective reinforcement of the claims of higher education through this dissection of the body of national proficiency and competence, disclosing leanness and occasional fatness, constrictions and disproportions, inadequacy and new opportunity. The nourishment of ability which we call education is being freshly justified and stimulated. This is service of a high order. No faculty or legislature or foundation can properly be indifferent to the meaning of the findings that are being reached.

As in some of our natural resources, so now in our human resources, the time has come for a more precise accounting. We can no longer afford to waste or neglect available resources of human skill. It has suddenly become clear that as a nation we are still too casual, too inexpert, too wasteful, in our attitude toward brains and ability. Because we have never lost a war, because we are almost continental in our extent, because more than any other people we have turned the raw earth into a flood of food and goods, we are in real danger of living in a world of false proportions, and of acquiring the delusion that we can always be adequate to the tasks thrust upon us. Today we must accept new magnitudes and make new comparisons. In the days of our relative isolation the millions of our population seemed more than sufficient

by the side of the great Western European nations with which we compared ourselves. In fact, we considered ourselves so well endowed that, in an ungenerous immigration policy, we applied an embargo against the most precious of all commodities—human beings. For our lack of imagination we are today paying a heavy price.

New magnitudes and comparisons have suddenly been forced upon us. The rise of Russia and the collapse of the British position in the modern world have rent the veil which a sense of remoteness and security had placed between America and the masses of Asia, Eastern Europe, and Africa. Today American life is intimately confronted by the greater magnitudes and multitudes of China, India, Russia, and the Arab world. Even when we apply to these proportions the correction represented by differences in health, longevity, education, and industrial power, it is still evident that the comparisons and proportions of the contemporary world cause deep disquiet. In its world America is a minority group.

A characteristic error has already crept into the debate on manpower. This is the assumption that problems can be solved by legislation and governmental agencies. Federal control of education and federal direction of skilled manpower policies are not very different from one another. There is no substitute for a far-ranging national concern. There is still a great deal of ignorance and indifference even in universities and colleges about the skilled manpower needs of the country. It is false to assume that with an ample supply of students, higher education can therefore undertake to provide an adequate flow of trained people who will be reasonably well distributed in those areas where they are most urgently needed. Neither the social sciences nor the humanities have done nearly as well as the physical and natural sciences in adapting teaching and research to the new context in which American society has its being. In the environment of modern America, we must continually remind ourselves, are the new proportions of Russia, China, and India, the confusion of the buckling imperialisms of Western Europe, an ominous power vacuum in the Indian Ocean and the Middle East, and an unexpectedly early insurgence in Africa and the Arab world. Yet it cannot be claimed that our curricula have sufficiently modified the traditional emphasis upon the life and thought of the North Atlantic rim in order to pay due attention to the new "factors of modern history." Even those centers of study in Southeast Asia, China, or the Middle East which the foundations have providently helped to establish often suffer from a polite neutrality with which faculties isolate them from the main currents of teaching. It is urgent that there be a proper balance between the various skills by which a nation is made strong. It is therefore equally urgent that each of the great disciplines sees that it is ready to perform its task.

A major part of the discussion on skilled manpower has been concerned with science and technology. This is understandable, especially if we assume that war is imminent and inevitable. The requirements of war make a balanced and far-sighted manpower policy excessively difficult and probably impossible. Beyond military conscription itself, there must be a vast commitment of trained men to the machines that sustain war. To build a modern jet plane, over one hundred times as many engineer hours are required as were necessary twelve years ago. An hour's flight by a jet airplane demands forty hours of ground maintenance. The more complex the machine the greater the tail of skills which, like a comet, it must bear behind it.

American national policy, however, still assumes that war is not inevitable. Wisdom dictates two sets of concessions in order to establish a reasonable balance between the skilled manpower needs of a nation facing the possibility of war and the manpower needs of a nation that cannot abandon its deep hope for peace. There must be trained soldiers, a flow of engineers, assistance for essential industry, the sponsorship of scientific research. But if we are to cope with historic tasks comparable only with those shouldered by Rome or Great Britain at the height of their power we need a supply of knowledge and experience far beyond present levels. Even a world war, if that must be our fate, needs men who know geography, languages, and historical traditions. Although we might explode our way through to a military victory, illiteracy in these things would, as has happened before, turn the greatest victory into defeat.

The simple equation of a skilled manpower policy with the flow of soldiers, scientists, and engineers is both wrong and dangerous. The total policy of a nation is too important and complicated to be guided solely by the recommendations of generals and engineering deans. We could perhaps listen more readily to their statements if the physical force we now possess or can readily develop were really the measure of our power and influence in the modern world. Never in modern times has a nation possessed so much physical power and yet been so baffled in the conduct of its foreign policy. The vast sum of atomic bombs and jet airplanes, of guided missiles and supercarriers and retired generals, cannot release a single American citizen from a Czech prison, or secure a visa for an American scholar to visit Russia. (The outstanding discovery of the past few years was made by a journalist named Oatis. He discovered the powerlessness of the atomic bomb.) Incomparably the most remarkable phenomenon in the modern world is precisely this lack of any equation between nuclear fission and the forces of history. A study of the experience of France or Great Britain in the past twenty-five years makes it plain that the compulsion to mobilize the total power of a nation in war is itself a defeat which an ultimate military victory cannot redress. Great Britain did not win the first world war in 1918. She lost it in 1914. To lose the

peace is the great disaster. It is for the utmost importance for us to recognize that the pressure of events in the Arab world, in India, China, and even in Africa, cannot be controlled or guided in any chosen direction by the traditional forms of military action. Nor can the United States of America follow the old logic of imperialism which the Dutch followed when they took the place of the Portuguese in the seventeenth century, and which the British followed in the eighteenth century when they took over colonial control from Spain and France. The forms of action and influence developed by the colonial powers of the eighteenth and nineteenth centuries are at the same time inaccessible and unacceptable.

If our national policy is, rather, the avoidance of war than a fatalistic preparation for war, if it means more to us to be harmoniously associated with the great new movements of the world's peoples, then we must labor to find, by the side of the equation between skill and force, a further well-supplemented and generous equivalence between skill and the ability of our best minds to think and work constructively in a critical world.

It is not a shortage of engineers or atomic physicists that explains the bankruptcy of our China policy. If we have disastrously erred in the Far East, it is partly because American society had so few experts on China to whom it could turn for knowledge and counsel. Even of these few only a pitiful fraction was competent in knowledge or wise in counsel. At this moment we can only guess at the other disasters which ignorance and inexperience are preparing for us.

No matter where we stand in this issue it is entirely clear that quality must make good our insufficiency in numbers and that we cannot afford to allow any important part of our potential skills to be undeveloped. The security and welfare of the many depend on the skill and training of the few. Therefore our small pool of talent must receive special consideration. Obviously needed in the first place is a fresh examination of the draft upon skilled manpower. Education itself has by far the greatest power to elevate the level of talent. Somewhere in the combined eight years of high school and the undergraduate college there is the most serious loss of time, talent, and energy. Almost certainly an entire year could be salvaged in the case of the brightest students. In fact, the equivalent of two semesters out of the four college years are absorbed by ROTC programs. It has been estimated that almost one half of the 1951 eighteen-year-old group who stood in the top quarter in ability did not go to college. If but a third or a quarter or a fifth of the alert minds that somehow fail to finish high school, or fail to go from high school to college, could be salvaged, the relief would be important. From these facts one conclusion is inevitable. Education must work toward a revival of the close connection of two generations ago between high school

and college. The great complex modern high school system serves a variety of goals. If there is any statesmanship in education we must move closer to the conviction of fifty years ago that a primary function of high schools is training for college and university. The links maintained by admissions offices and departments of education are today insufficient to provide for the discussion and cooperation that are needed. A greater effort must be made to see the entire eight years of high school and college education as a continuum. The rigidities and exclusions inflicted by high school systems upon college, and perhaps in greater degree by college upon high school, must be replaced by a bridge of cooperation and understanding between both. There is no need to enlarge upon the baffling isolationism of high school systems or the hauteur of college faculties. One of the most rewarding fields for foundation enterprise would be in this wasteland between high school and college, this limbo in which linger the immature talents of so many young people.

We in the colleges are not in a good position to lay blame on the high schools, for we cannot claim that in admissions and counseling, in the curriculum and the use of student time, we show a full appreciation of the critical bearing of higher education upon a national manpower policy.

It is probably true that we lack the wisdom and courage to revise our ungenerous immigration policy. The effect of an intelligently supervised immigration policy would be meaningful. Skill comes at bargain rates on Ellis Island.

It had better be understood we have no great new reserves upon which we can draw beyond this point. The minority groups and other underprivileged or underemployed sections of the community can bring some relief. Those who, like myself, believed and hoped that women still provide a large untapped reservoir will be disappointed to learn that this may not be true. A number of responsible studies suggest that, alongside a natural preoccupation with family life, there seems to be a lower intensity of ambition among women and a lesser willingness to accept the strenuousness of the higher positions of responsibility and effort which set limits upon the share of women in the present emergency. What has been called the secondariness of women is a condition most difficult to analyze and explain. The difficulty in American society of obtaining favorable adjustment in the body of assumptions and pressures which govern the place of women in society is too great to be handled in this discussion. An atomic bomb on Hollywood and Tin Pan Alley would help.

In the final analysis there is no substitute for the qualitative development of our best brains. Our foreign and military policy has no better ally than the educational system. In any assessment of American power, higher education

has the same stature as our system of food production, our industrial organization, or our system of defense. Yet education at all times has greater difficulty in presenting its case than any other essential activity. It is easier to assign a portion of our income to digging oil wells than to stimulating a greater flow of our underdeveloped intellectual resources. The deterioration in the past decade in the financial condition of the colleges seriously limits their ability to make the most effective contribution in "upgrading" American manpower. Lack of adequate financial resources means too few scholarships for able but impecunious students. Often it means understaffed faculties. Far too often it results in stifling academic enterprise that is necessary to train specialists in new fields. A number perhaps as great as 150,000 young men and women a year is condemned to a lower level of attainment and skill because of the indigence of higher education.

Those who are the greatest consumers of high-level skills have up to the present been little moved by the national damage caused by the insufficient financing of higher education. With exceptions that are encouraging, the industrial leadership of America has been deficient in recognizing the role of higher education in maintaining the flow of skills on which progress depends. True statesmanship would cause industrial management to encourage universities by whatever means are in their power to support the indispensable tasks of recruitment, training, and placement which they perform.

A special comment is necessary on the gross and damaging error of those men who refuse their material and moral support to the total life of our universities because of disagreements with political and economic views held by individual scholars. Admittedly, faculties have not always been wise or tolerant in understanding the anxiety from which the modern generation suffers. Academic freedom only sometimes leads to wisdom, and never to infallibility. But the errors of such as these are trifling in comparison with those who expose to ridicule the life of scholarship and who inflict an indiscriminating punishment upon all for the sin of a very, very few. The time has come for universities to speak out in clear anger against the continuing sabotage of intellectual enterprise. Without a wide area of free intellectual activity the ideal of a quality manpower cannot be attained. Those who hurl their loose charges of subversiveness against higher education must be told that they are endangering the activities which have made America the center of medical education in the world, which provide the stream of scientists and technologists without whom industry would sag and collapse, and which, above all else, have through the generations clarified and maintained the ideas and practices of a living and successful democracy. To those who accuse the colleges of being centers of subversion let the answer be courteous but emphatic. American colleges are not centers of speculation and corruption

because some of their graduates enter politics and plunder the public purse. In this country it is the marvel and the triumph of higher education that so few of its teachers and graduates have been clearly and basely faithless to their society. To those who plan to "investigate" the colleges it should be explained that there is no activity more blameworthy than to torture the dignity and destroy the confidence of those who think and write and teach. This explanation must be made for several important reasons. The highest function of education is to make human experience contemporary; that is, to make it available for use in the life of a man or a nation. Yet a great body of scholarship remains antiquarian, and many scholars withdraw into a grammarian's funk hole, because this is safer than to deal with the great issues of the age. As a result society is the poorer for want of the wisdom and the understanding that can only come from scholarship. At this point a very ancient piece of human experience must be made contemporary. The anger and the disaffection of the intellectual, once aroused, are a sword against which neither the purse of the rich nor the law of the mighty can ultimately prevail. A great society never declines but the signs are first plain in either the indifference or the hostility of its intellectuals. When frustrated men crucify scholars for not giving correct or pleasing answers to some of the most difficult problems of all history, then our voices must be raised in defense of the learning and patience, the conscience, and the love of man which characterize scholarship at its best.

There are orders of skill and expertness to which no ordinary measures apply. They are beyond the reach of specific training and scholarly method. Wisdom is the power of seeing things as they really are, and of counseling men to choose those actions which increase the total of peace and justice and charity in the world. Genius is the quality of the special spirit, whether in poetry or politics or science, which raises a man above a single locality or nation to influence the people of the world. To wisdom or genius we can assign no price that any purse can pay. Nor can we devise any curriculum guaranteed to produce them. All we know is that they are likely to arise in an atmosphere where thought and learning are held in honor.

A national policy, whatever its form or emphasis, cannot be successful without the understanding and consent of the people. This is particularly true in a prolonged and restless period of crisis. By far the outstanding phenomenon in the recent Presidential election was anxiety—anxiety about war, anxiety about inflation and high taxes, anxiety about corruption and treason, anxiety about Washington's stunted and disorderly silhouette, anxiety of parents about their sons, anxiety of young people about the future. To the extent that anxiety breeds withdrawal, slackens the will or corrodes confidence, the election revealed that Americans are uncomfortable and unsure

in their postwar environment. It suggests that we have not yet done well enough in educating the American people in a knowledge of the turbulent world into which they have been thrown, that we have not done well enough in presenting the national interest as superior to the special interests of the diverse components of the nation, that we have not done well enough in convincing them that, in the proportions of today, Americans are a minority group, which can maintain itself most surely by making quality a rule of life. This quality goes beyond skill and training, though these are vital. There is a list of qualities which men in more religious days evoked with familiar approval, but some of which have grown pale in a more materialistic and incoherent age. They are the recognition that the soul and greatness of a nation are the people's trust, and that there can be a sacredness about being a nation if its policies are guided by charity as St. Paul meant it. They are the knowledge that work is not man's punishment, but the source of his power and achievement. They are, once again, the sanctity of human life and the persuasion that the improvement of the conditions of human life is our greatest new frontier.

The entire debate on skill and training is incomplete unless we see that Pestalozzi's trinity of hand, mind, and heart is indispensable to a manpower policy that stresses quality. A brilliant and sufficient cadre of engineers is surely less effective if New York's waterfront is ruled by brigands. A high level of training in economics is less meaningful if labor and industrial leaders cannot learn the lesson that, although the whole is never healthier than its parts, it is always greater. A stockpile of atomic bombs has less power if sections of the population are blocked by prejudice or made stagnant through ignorance. Health and long life multiply the effectiveness of the body. In the same manner a desire to work and work well multiplies the skill of mind and hand. A national atmosphere of consent and congeniality multiplies the willingness to produce and to cooperate.

The greatest skills we need are not in science or engineering, but in human relations. When I say this I am thereby asking that the opportunity be not reduced for history or philosophy or literature to speculate upon human relations. Skill in the conduct of human relations is being slowly born and cannot be hastened. It cannot be bought with two billion dollars, or achieved by setting up a Los Alamos of the social sciences and the humanities. But if we do not defend the thought that deals with human life and its values, we may have to study the atomic bomb through our tears before we learn what these values are—that a man or a people has the right to stand in a dignified relationship to others, that the death and suffering of human beings in Uganda or China or Peru must cause sorrow in Chicago or Rome or Tokyo, that in today's world consent and congeniality are as greatly superior to coer-

cion and conflict as was the sense of human community of the New Testament over the tribalism of the Old. Unless these are also goals for our skill and training, then for what are we asking our sons and daughters to live and perhaps to die?

The highest possible correlation between talent and national welfare is imperative. This is true whether we think narrowly and desperately of the power and skill needed for war, of the grim competition in which we are engaged for approval in the eyes of the world, or more nobly of man's task of making the future his everlasting frontier.

Lotus-eaters in a hungry world we have never been. The "blight and famine" of today's world, its "clanging fights and flaming towns" are not to us "a tale of little meaning." We recognize that their pestilence is our pestilence, as their peace must be our peace. The powers that attended the creation of the earth hover over us again. Whether they have come to destroy or to create is the answer we seek.

ACLS Committees

1953-1954

THE ACLS has long made use of a number of committees which are appointed to provide expert assistance in furthering special objectives. The purposes of these committees and their composition are reviewed annually by the Board of Directors. Committees are appointed for one-year terms but are subject to reappointment. The Board of Directors endeavors to preserve continuity of membership on standing committees and at the same time to secure the assistance of new scholars by a gradual rotation of members.

In its meeting on June 3 and 4, 1953, the Board of Directors voted to continue the following committees until June 30, 1954 with the membership indicated:

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MARSHALL SCHOLARSHIPS

The Autumn issue of the *Newsletter* will include announcements of
fellowship programs in the humanities which may be of interest to graduate
students wishing to compete for these awards for study either in the United
States or abroad. A newly announced program under British Government
sponsorship has a deadline which necessitates its mention in this earlier issue.

The official announcement of these scholarships states that they were
established to "express the United Kingdom's gratitude for the generous
and far-sighted Program for European Recovery." To be known as the Mar-
shall Scholarships, twelve will be competed for annually by United States
graduate students of either sex. Candidates must be under 28 years of age
in the year in which the award will be taken up and must be graduates
of a degree-granting college or university of the United States, accredited
by the appropriate United States regional board.

The scholarships will be tenable at any university in the United Kingdom.
Made for two years in the first instance, they may be extended for a third
year. The value of a Marshall Scholarship will be £550 (\$1,540) a year,
with an extra £200 (\$560) a year for married men. The basic stipend may
be raised to £600 a year, since the cost of living at British universities may
vary. Scholars will receive travel between their home and their university
in the United Kingdom.

The announcement emphasizes that in making appointments the selectors will look for "distinction of intellect and character as evidenced both by scholastic attainment and by other activities and achievements. Preference will be given to candidates who combine high academic ability with the capacity to play an active part in the United Kingdom university to which they go."

For purposes of selection, the United States have been divided into four regions, candidates in each of which should apply to the appropriate British Consulate-General. These four regions are divided as follows:

Eastern Region: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, District of Columbia, New York, Pennsylvania, Delaware, New Jersey, Maryland, West Virginia. British Consulate-General, 350 Fifth Avenue, New York 1, New York.

Southern Region: Virginia, North Carolina, South Carolina, Georgia, Florida, Tennessee, Alabama, Mississippi, Louisiana, Texas, Oklahoma, Arkansas, Kentucky. British Consulate-General, National Bank of Commerce Building, 210 Baronne Street, New Orleans 12, Louisiana.

Middle West Region: Michigan, Wisconsin, Illinois, Indiana, Ohio, North Dakota, South Dakota, Nebraska, Iowa, Missouri, Kansas, Minnesota. British Consulate-General, 720 North Michigan Avenue, Chicago 11, Illinois.

Pacific Region: California, Nevada, Utah, Arizona, Colorado, New Mexico, Washington, Oregon, Idaho, Montana, Wyoming. British Consulate-General, 310 Sansome Street, San Francisco 4, California.

The plan is to award three scholarships every year in each of the four regions.

It is intended that the first Scholars should begin their studies at British universities in the fall of 1954. Applications for 1954 must be in the hands of the appropriate regional committee by November 1, 1953. Successful candidates will be notified of their appointments in the spring of 1954.

New ACLS Publications

Russian Music From the Beginning of the Nineteenth Century, by B. V. Asaf'ev (Igor' Glebov). EDWARDS BROTHERS, Ann Arbor, 1953. Pp. 329. \$4.50. (Order from ACLS)

In his introduction, the translator of this history, Alfred J. Swan of Swarthmore College, has listed three considerations which caused him to choose the book for translation. These include his high opinion of Glebov as a thinker about music, the fact that Glebov was the first Russian music historian to divide his subject into types of music rather than to treat it as a continuous chronological narrative, and the inclusion by Glebov of a large amount of little known material about the early folk-song collections, the precursors of Glinka, and most of the secondary figures of Russian music.

Chapters include Opera in Russia, The Nineteenth Century Russian Song, The Cultivation of the Folk-Song in the Cities, The Vocal Ensemble, Choral Music, Russian Instrumental Music, The Instrumental Concerto, Instrumental Chamber Music, and Thoughts on Music. There are also extensive explanatory notes.

Spoken English as a Foreign Language, by William E. Welmers. 1953. Pp. 27. \$1.00. (Order from the ACLS)

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Notes

A NUMBER of recent books by former ACLS Fellows has been brought to the attention of the *Newsletter*. These will be mentioned from time to time, although no attempt will be made to review them. The Editor will be pleased to announce any additional publications in this category upon receipt of details.

The Complex Fate: Hawthorne, Henry James and Some Other American Writers, by Marius Bewley. Chatto and Windus, London, 1952. 243 pp. 16s.

American Rebels, edited by Richard M. Dorson. Pantheon Books, Inc., New York, 1953. 374 pp. \$5.00.

The Conservative Mind from Burke to Santayana, by Russell Kirk. Henry Regnery Company, Chicago, 1953. 428 pp. \$6.50.

The Savages of America: A Study of the Indian and the Idea of Civilization, by Roy H. Pearce. The Johns Hopkins Press, Baltimore, 1953. 244 pp. \$4.00.

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William R. Parker, Secretary of the Modern Language Association, Editor of *PMLA*, and Secretary of the Board of Directors of the ACLS, was awarded an honorary D. Litt. degree by Middlebury College on August 11.

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Annual meetings of constituent societies during the remainder of 1953 include:

American Philosophical Society, November 12-13, in the Hall of the Society, Philadelphia.

American Numismatic Society (Fall), November 14, in the Museum of the Society, New York.

American Antiquarian Society, November 18, Worcester, Massachusetts.

American Philological Association, December 28-30, New York.

Archaeological Institute of America, December 28-30, New York.

Society of Biblical Literature and Exegesis, December 28-30, Garrett Biblical Institute, Northwestern University Campus, Evanston, Illinois.

Modern Language Association of America, December 28-30, Palmer House, Chicago, Illinois.

American Historical Association, December 28-30, Chicago, Illinois.

American Economic Association, December 28-30, Hotel Statler, Washington, D. C.

American Anthropological Association, December 28-30, Tucson, Arizona. History of Science Society, on or about December 28, Boston, Massachusetts.

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William A. Lessa, Secretary of the American Anthropological Association, has provided the *Newsletter* with these notes on publication activities of the Association:

The American Anthropological Association has embarked upon new and vigorous publication policies designed to render better service to the present membership and to attract new members into the Association. Most important of all is the decision of the new group of editors of the *American Anthropologist* to produce six instead of four issues each year, thereby increasing the annual number of pages and broadening the coverage. Eliminated from the journal and published elsewhere will be reports of meetings and other news. The *Memoirs* of the Association will be issued much more frequently than is now the case, and to save costs it may be desirable to promote joint publications among institutions, museums, and societies. The new editors, cognizant of the fact that the Association itself cannot augment the yearly budget for publication, have explored various means for raising supplementary funds and effecting economies which will make the expanded program possible. The results have already shown much promise.

A novel undertaking on the part of the new editors has already reached the practical stage, and the Association is now selling books, by arrangement with two publishers, at discounts of 25 percent and over. It is hoped that more publishing houses will soon be brought into the scheme and that new members will ultimately be attracted by the possibility of saving more than their entire annual dues on books they need.

The name of the *News Bulletin* has been changed to the *Bulletin of the American Anthropological Association* and will not only be greatly enlarged, so as to receive materials formerly published in the journal, but will be sent to the entire membership, instead of, as in the past, to the Fellows alone. The editing and publication of the *Bulletin* now becomes the responsibility of the Executive Secretary instead of a special editor. For the time being four issues a year will continue to appear but there is hope of increasing the number of such issues.

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Sidney Painter, Treasurer of the ACLS Board of Directors, has written *A History of the Middle Ages*. Published by Alfred A. Knopf, it is priced at \$7.50.

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The following constituent societies have elected new secretaries:

The American Philological Association has chosen Paul MacKendrick, Department of Classics, University of Wisconsin, to succeed Meriwether Stuart of Hunter College as of January 1, 1954.

The American Historical Association has selected Boyd C. Shafer, formerly of the University of Arkansas, to succeed Guy Stanton Ford.

The American Political Science Association has appointed John Gange, Director of the Woodrow Wilson School of Foreign Affairs at the University of Virginia, to replace Edward Litchfield as Executive Director and Secretary-Treasurer. Mr. Litchfield resigned to become Dean of the Graduate School of Business and Public Administration at Cornell University.

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The College English Association has announced its fourth institute to be held for three days beginning October 15. The theme of this institute, which will meet at the Corning Glass Center, Corning, New York, will be "Business and the Liberal Arts: An Exchange." While consideration will be given to other humanities and other liberal arts and sciences, attention is to be focussed on the role that English, as a humanity, may play in the resolution of problems shared alike by executive management, higher education, and American culture.

Principal speakers will be C. W. de Kiewiet, President of the University of Rochester and Chairman of the Board of Directors of the American Council of Learned Societies, who will address the institute on "The Problems of Higher Education in the Western Democracies"; Courtney Brown, of the Standard Oil Company, New Jersey, who will speak on "Increasing Recognition by Industry of Its Obligation to the Liberal Arts"; and Alvin Eurich, vice-president of The Fund for the Advancement of Education.

Among the organizations which will be represented are Corning Glass Works and Steuben Glass, Inc., Socony-Vacuum Oil Co., Yale and Towne Manufacturing Co., Inland Steel Co., General Motors Corp., Standard Oil Co. (New Jersey), Union Carbide and Carbon Corp., United States Steel Corp., General Electric Co., General Foods Corp., American Agricultural Chemical Co., The American Management Association, The American Council on Education, The American Council of Learned Societies, The Modern Language Association of America, The Association for Higher Education, and Dun & Bradstreet, Inc.

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Wallace W. Douglas and James H. Sledd have received John Simon Guggenheim Memorial Foundation awards for 1953-54. Mr. Douglas, who held an ACLS Faculty Study Fellowship—Special Series, 1951-52—is an Assistant Professor of English at Northwestern University and will make a study of the works and thought of William Wordsworth. Mr. Sledd, who

held an ACLS Faculty Study Fellowship for 1950-51, is Assistant Professor of English and Linguistics at the University of Chicago and will make studies of the development of colloquial English and linguistic thought in England and America.

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Hortense Powdermaker, Associate Professor of Anthropology at Queens College and Delegate to the ACLS of the American Sociological Society, has a Guggenheim fellowship for 1953-54 for study of the effect of mass communications on a group of native African peoples.

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Prize winners in the Franklin J. Matchette Foundation's contest for the best essay on aesthetics or philosophy of art (*Newsletter* Vol. IV, No. 2) were announced recently by Thomas Munro, Curator of Education at the Cleveland Museum of Art.

The first prize of \$500.00 was awarded to Van Meter Ames, Professor of Philosophy at the University of Cincinnati, for his paper on "John Dewey as Aesthetician." Although only one prize had been offered, the excellence of two other papers resulted in their authors being awarded \$75.00 each. These awards were made to John H. Mueller, Professor of Sociology at Indiana University, for his essay on "Baroque—Is It Datum, Hypothesis, or Tautology?" and to Iredell Jenkins, Professor of Philosophy at the University of Alabama, for his paper on "The Unity and the Varieties of Art."

The contest was conducted under the auspices of the *Journal of Aesthetics and Art Criticism*. The jury of award consisted of Ransom R. Patrick, Chairman of the Division of Art at Western Reserve University; Walter Abell, Head of the Department of Art at Michigan State College; and Thomas Munro, editor of the *Journal of Aesthetics*. The winning articles will be published in the *Journal*. Plans are being considered for a similar contest another year.

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The annual meeting of the American Documentation Institute will be held in the Department of Commerce auditorium, Washington, D. C., Thursday and Friday, November 5th and 6th. Three sessions of the two-day meeting will be devoted to program: one devoted to papers on topics of outstanding general interest; one devoted to a news roundup from groups making bibliographic and documentation studies; and one devoted to round-table discussions of such topics as *Problems in Editing Report Literature*, *Documentary Reproduction*, and *Organization of Documentary Material*.

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